



Forest school- River H

1 - INTENT

In River H students will follow a 2 year program

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
1	Safety Sensory Autumn Activities Job Rota Weather	Safety Sensory Autumn Activites Christmas crafts Job Rota Weather	Safety Sensory Spring Activities Wildlife Conservation habitats/nests Job Rota Weather	Safety Woodland conservation Construction/Dens Job Rota Weather	Safety Summer sensory activities Tools Woodland crafts Job Rota Weather	Safety Wildlife awareness Indepentent exploring Games Job Rota Weather
Assessment	AQA Unit award	AQA Unit Award	Evidence Books	Evidence Books	Evidence Books	
2	Sessions will Cover all of the Forest school Skill set and students who have attended year 1 will enhance their Forest school skill set and become more independent around the forest school area	Sessions will Cover all of the Forest school Skill set and students who have attended year 1 will enhance their Forest school skill set and become more independent around the forest school area	Sessions will Cover all of the Forest school Skill set and students who have attended year 1 will enhance their Forest school skill set and become more independent around the forest school area	Sessions will Cover all of the Forest school Skill set and students who have attended year 1 will enhance their Forest school skill set and become more independent around the forest school area	Sessions will Cover all of the Forest school Skill set and students who have attended year 1 will enhance their Forest school skill set and become more independent around the forest school area	Sessions will Cover all of the Forest school Skill set and students who have attended year 1 will enhance their Forest school skill set and become more independent around the forest school area
Assessment	AQA unit award	AQA unit award	Evidence Books	Evidence Books	Evidence Books	

2 - IMPLEMENTATION - can be seen in subject Mid-Term plans



3 – IMPACT

Forest school impacts on

1 Confidence : Characterized by the self-confidence and self belief that comes from children having the freedom, time and space to learn, grow and demonstrate their independence.

2 Social Skills : Characterized by an increased awareness of the consequences of actions on other people (peers and adults), the acquired ability to undertake activities with others either by sharing tools and tasks, or by taking part in co-operative play.

3 Language and communication : Characterized by the development of more sophisticated uses of both written and spoken language that is prompted by the visual and other sensory experiences. At the same time these experiences can stimulate and inspire conversation amongst children who are otherwise reluctant to engage in meaningful dialogue with peers and adults.

4 Motivation and concentration : Characterized by keenness to participate in exploratory, learning and play activities, as well as ability to focus on specific tasks and to concentrate for extended periods of time. In conversation they display a positive attitude towards Forest school.

5 Physical Skills : Characterized by the development of physical stamina and gross motor skills. The physical skills and co-ordination allowing free and easy movement around the Forest school site. The development of fine motor skills with an effective use of tools and the ability to make structures and objects (structures).

6 Knowledge and understanding: Characterized by the respect for the environment and an interest in their natural surroundings, making observations and insights into natural phenomena such as seasonal change and the ability to identify different species of Flora and Fauna. This can be reflected in improved academic attainment.

7 New Perspectives : The Forest School setting gives teachers a new perspective and understanding of the child as they observe them in a different environment and a different relationship can develop. This impacts on both child and teacher.

8 Ripple effects behind Forest school: Due to the child's enthusiasm for Forest school they take the experience 'home' This can result in changes to out-of-school routines and behaviour with parents taking their children outdoors more.

SUPPORT – You can support your child's learning

e.g. Bring own Waterproofs and wellies to the FS sessions

Homework/Extension Tasks

Exploration outside in the garden to identify what lives in your home environment.